



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 10881279  
SAU: Lewiston School Department  
School: Farwell Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 6

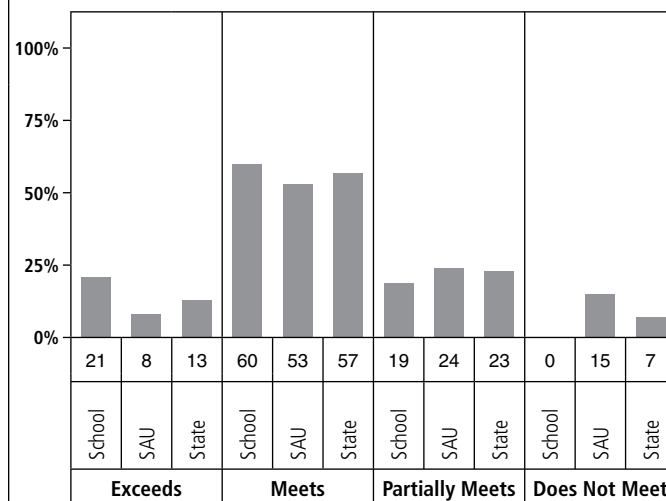
SAU: Lewiston School Department

School: Farwell Elementary School

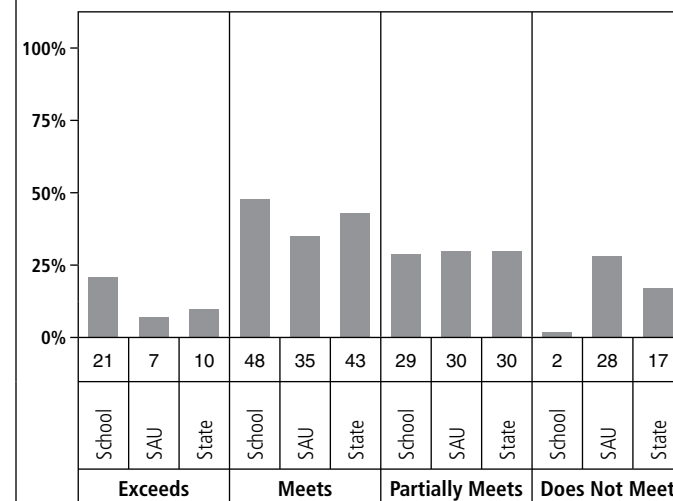
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	642	641	644
2006–2007	644	641	646
<b>2007–2008</b>	<b>652</b>	<b>643</b>	<b>648</b>
Cum. Avg. *	646	642	646
<b>Mathematics</b>			
2005–2006	645	636	641
2006–2007	642	638	643
<b>2007–2008</b>	<b>651</b>	<b>636</b>	<b>642</b>
Cum. Avg. *	646	637	642

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 6  
SAU: Lewiston School Department  
School: Farwell Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	45	100	346	100	14365	100	45	100	342	99	14266	99	45	100	342	99	14268	99												
Ethnicity African American/Black	2	4	68	20	418	3	2	100	67	99	407	97	2	100	67	99	413	99												
American Indian or Native Alaskan	0	0	3	1	111	1	0	0	3	100	110	99	0	0	3	100	110	99												
Asian or Pacific Islander	4	9	6	2	249	2	4	100	6	100	249	100	4	100	6	100	248	100												
Hispanic	2	4	10	3	149	1	2	100	10	100	147	99	2	100	10	100	147	99												
Caucasian/White	37	82	259	75	13438	94	37	100	256	100	13353	100	37	100	256	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	8	18	78	23	2518	18	8	100	75	99	2479	99	8	100	75	99	2479	99												
Current LEP	1	2	54	16	349	2	1	100	53	98	339	97	1	100	53	98	344	99												
Economically disadvantaged	15	33	192	55	5335	37	15	100	188	99	5277	99	15	100	189	99	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	39	87	232	67	11613	81	39	87	232	67	11626	81												
Identified disability (PET/IEP)	2	5	9	4	373	3	2	5	9	4	373	3												
LEP	1	3	19	8	187	2	1	3	19	8	187	2												
504 plan	0	0	0	0	149	1	0	0	0	0	150	1												
<b>Participation with accommodations</b>	3	7	105	30	2451	17	3	7	106	31	2446	17												
Identified disability (PET/IEP)	3	100	62	59	1909	78	3	100	62	58	1910	78												
LEP	0	0	33	31	142	6	0	0	34	32	152	6												
504 plan	0	0	3	3	85	3	0	0	3	3	84	3												
Other	0	0	10	10	350	14	0	0	10	9	335	14												
<b>Participation through alternate assessment (PAAP)</b>	3	7	4	1	197	1	3	7	4	1	196	1												
Identified disability (PET/IEP)	3	100	4	100	197	100	3	100	4	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	1	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	2	1	24	0	0	0	2	1	24	0												
<b>Non-participation – other</b>	0	0	2	1	75	1	0	0	2	1	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Lewiston School Department  
School: Farwell Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	3	6	23	6	1176	8
	2006-2007	1	3	11	3	1132	8
	<b>2007-2008</b>	<b>9</b>	<b>21</b>	<b>26</b>	<b>8</b>	<b>1817</b>	<b>13</b>
	Cum. Total*	13	10	60	6	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	25	50	161	45	7612	51
	2006-2007	18	53	172	48	8127	57
	<b>2007-2008</b>	<b>25</b>	<b>60</b>	<b>177</b>	<b>53</b>	<b>8072</b>	<b>57</b>
	Cum. Total*	68	54	510	49	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	14	28	92	26	4080	27
	2006-2007	12	35	116	32	3549	25
	<b>2007-2008</b>	<b>8</b>	<b>19</b>	<b>82</b>	<b>24</b>	<b>3194</b>	<b>23</b>
	Cum. Total*	34	27	290	28	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	8	16	79	22	2005	13
	2006-2007	3	9	58	16	1478	10
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>52</b>	<b>15</b>	<b>981</b>	<b>7</b>
	Cum. Total*	11	9	189	18	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	35.9	64.1	29.4	52.5	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	17.9	63.9	14.4	51.4	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	18.0	64.3	15.0	53.6	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Lewiston School Department  
 School: Farwell Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	42	9	21	25	60	8	19	0	0	652	337	8	53	24	15	643	14064	13	57	23	7	648
Ethnicity																						
African American/Black	2										66	2	36	18	44	633	399	7	47	28	17	642
American Indian or Native Alaskan	0										3					108	4	54	32	10	643	
Asian or Pacific Islander	4										6	17	67	17	0	652	247	16	60	20	4	650
Hispanic	2										10	10	20	70	0	640	145	8	45	34	14	643
Caucasian/White	34	7	21	19	56	8	24	0	0	651	252	9	58	24	9	646	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	5	100	0	0	0	0	647	71	0	31	44	25	636	2282	2	29	42	27	636
No	37	9	24	20	54	8	22	0	0	653	266	10	58	19	13	645	11782	15	63	19	3	650
Current LEP																						
Yes	1										52	2	27	19	52	630	329	4	44	30	22	640
No	41	8	20	25	61	8	20	0	0	652	285	9	57	25	9	645	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	13	3	23	7	54	3	23	0	0	652	185	5	46	28	21	640	5153	6	51	31	12	643
No	29	6	21	18	62	5	17	0	0	652	152	11	61	20	9	647	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	42	9	21	25	60	8	19	0	0	652	337	8	53	24	15	643	14057	13	57	23	7	648
Gender																						
Female	18	7	39	9	50	2	11	0	0	656	167	12	57	16	15	645	6967	16	59	20	5	650
Male	24	2	8	16	67	6	25	0	0	649	170	4	48	32	16	641	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	7	58	5	42	0	0	644	80	0	40	33	28	636	1186	6	41	42	11	642
No	30	9	30	18	60	3	10	0	0	656	257	10	56	22	12	645	12878	14	59	21	7	648
Gifted/talented program																						
Yes	3										6	33	67	0	0	658	557	50	48	2	0	661
No	39	7	18	24	62	8	21	0	0	651	331	7	52	25	16	643	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 6  
SAU: Lewiston School Department  
School: Farwell Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	2	100	0	0	0	0	658	3	0	55	9	36	636	6	7	43	30	20	641
B. less than one hour	88	8	22	21	57	8	22	0	0	652	56	9	55	25	11	645	56	13	58	23	6	648
C. one to two hours	7	1	33	2	67	0	0	0	0	653	36	7	52	26	15	643	34	15	60	20	5	649
D. more than two hours	0										5	0	31	13	56	629	3	9	46	29	16	643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	57	7	29	14	58	3	13	0	0	655	42	13	56	21	10	647	40	17	60	19	5	650
B. They match some of what I have learned.	40	2	12	11	65	4	24	0	0	650	46	5	56	26	13	643	48	12	59	23	6	648
C. They match just a little of what I have learned.	2	0	0	0	0	1	100	0	0	636	9	0	27	40	33	633	9	7	45	34	15	643
D. There is no match.	0										2	0	13	0	88	619	3	3	31	37	29	637
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	31	5	38	7	54	1	8	0	0	657	28	17	61	8	14	648	28	26	58	11	4	653
B. good	52	4	18	15	68	3	14	0	0	652	52	6	54	28	12	643	54	9	61	24	6	647
C. fair	17	0	0	3	43	4	57	0	0	644	17	0	36	40	24	638	16	3	48	37	13	642
D. poor	0										3	0	44	22	33	634	2	1	37	39	23	637
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	14	0	0	3	50	3	50	0	0	644	18	0	35	33	32	636	15	10	48	27	15	644
B. about the same as my regular schoolwork	83	9	26	21	60	5	14	0	0	654	69	10	60	22	8	646	66	13	59	22	5	649
C. easier than my regular schoolwork	2	0	0	1	100	0	0	0	0	648	13	9	42	18	31	639	18	15	58	20	7	649
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	19	0	0	4	50	4	50	0	0	643	18	0	36	31	34	633	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	55	6	26	14	61	3	13	0	0	655	56	8	58	23	12	645	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	26	3	27	7	64	1	9	0	0	654	26	14	55	23	9	646	36	21	60	15	4	652
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	57	4	17	16	67	4	17	0	0	651	51	7	51	25	17	642	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	40	5	29	8	47	4	24	0	0	654	46	9	57	23	11	645	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	1	100	0	0	0	0	658	3	9	27	18	45	630	3	5	46	30	20	641
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	14	0	0	5	83	1	17	0	0	652	21	6	57	19	18	642	19	19	58	17	6	651
B. 20 minutes to an hour	79	9	27	19	58	5	15	0	0	653	59	10	56	24	11	645	51	15	60	20	5	649
C. less than 20 minutes	2	0	0	1	100	0	0	0	0	648	10	9	41	35	15	641	12	9	56	26	9	646
D. I rarely read at home.	5	0	0	0	0	2	100	0	0	636	9	0	34	28	38	633	18	4	50	34	13	643
<b>Optional school/SAU question</b>																						
A.	100	1	100	0	0	0	0	0	0	664	25	33	0	0	67	632						
B.	0										33	0	75	0	25	632						
C.	0										17	0	0	0	100	624						
D.	0										25	0	33	33	33	633						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Lewiston School Department  
School: Farwell Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	9	18	31	9	1463	10
	2006-2007	5	15	31	9	2092	15
	<b>2007-2008</b>	<b>9</b>	<b>21</b>	<b>22</b>	<b>7</b>	<b>1474</b>	<b>10</b>
	Cum. Total*	23	18	84	8	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	25	50	136	38	5914	40
	2006-2007	11	32	132	37	5731	40
	<b>2007-2008</b>	<b>20</b>	<b>48</b>	<b>118</b>	<b>35</b>	<b>6008</b>	<b>43</b>
	Cum. Total*	56	44	386	36	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	7	14	84	23	4494	30
	2006-2007	11	32	110	30	4175	29
	<b>2007-2008</b>	<b>12</b>	<b>29</b>	<b>102</b>	<b>30</b>	<b>4244</b>	<b>30</b>
	Cum. Total*	30	24	296	28	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	9	18	110	30	3014	20
	2006-2007	7	21	88	24	2308	16
	<b>2007-2008</b>	<b>1</b>	<b>2</b>	<b>96</b>	<b>28</b>	<b>2346</b>	<b>17</b>
	Cum. Total*	17	13	294	28	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	11.8	62.1	8.5	44.7	9.6	50.5
Cluster 2: Shape and Size	15	27	9.7	64.7	6.5	43.3	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	5.4	77.1	3.9	55.7	4.2	60.0
Cluster 4: Patterns	15	27	8.8	58.7	6.8	45.3	7.5	50.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Lewiston School Department  
 School: Farwell Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	42	9	21	20	48	12	29	1	2	651	338	7	35	30	28	636	14072	10	43	30	17	642
Ethnicity																						
African American/Black	2										67	4	12	25	58	623	409	4	26	35	35	632
American Indian or Native Alaskan	0										3					108	6	26	39	29	635	
Asian or Pacific Islander	4										6	0	67	17	17	644	247	13	50	25	13	646
Hispanic	2										10	10	30	30	30	635	145	9	32	34	25	638
Caucasian/White	34	7	21	17	50	10	29	0	0	652	252	7	41	32	20	640	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	2	40	2	40	1	20	638	71	0	15	28	56	624	2283	2	18	31	49	627
No	37	9	24	18	49	10	27	0	0	653	267	8	40	31	21	639	11789	12	48	30	10	645
Current LEP																						
Yes	1										53	2	9	25	64	619	339	5	22	32	41	631
No	41	9	22	19	46	12	29	1	2	651	285	7	40	31	22	640	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	13	2	15	7	54	3	23	1	8	648	186	4	28	32	37	632	5160	4	34	36	26	636
No	29	7	24	13	45	9	31	0	0	653	152	10	43	28	18	642	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	42	9	21	20	48	12	29	1	2	651	338	7	35	30	28	636	14065	10	43	30	17	642
Gender																						
Female	18	7	39	6	33	4	22	1	6	654	167	8	34	29	29	637	6974	10	43	31	16	642
Male	24	2	8	14	58	8	33	0	0	650	171	5	36	31	28	636	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	12	0	0	4	33	8	67	0	0	642	81	0	19	47	35	629	1192	4	23	43	30	634
No	30	9	30	16	53	4	13	1	3	655	257	9	40	25	26	639	12880	11	44	29	15	643
Gifted/talented program																						
Yes	3										6	100	0	0	0	669	557	53	42	4	0	663
No	39	6	15	20	51	12	31	1	3	650	332	5	36	31	29	636	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 6  
 SAU: Lewiston School Department  
 School: Farwell Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	1	50	1	50	0	0	0	0	662	3	18	27	9	45	632	6	6	33	31	31	635
B. less than one hour	88	8	22	17	46	11	30	1	3	651	56	9	35	30	26	639	56	11	43	30	16	643
C. one to two hours	7	0	0	2	67	1	33	0	0	647	36	2	37	34	26	636	34	11	45	30	14	644
D. more than two hours	0										5	0	19	19	63	617	3	6	33	32	28	636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	45	4	21	11	58	4	21	0	0	653	38	9	37	31	23	640	45	14	47	28	11	646
B. They match some of what I have learned.	55	5	22	9	39	8	35	1	4	650	49	5	38	31	26	637	43	8	43	33	17	641
C. They match just a little of what I have learned.	0										9	3	24	31	41	628	9	6	30	33	32	635
D. There is no match.	0										4	0	7	13	80	611	3	5	15	25	54	626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	44	6	33	10	56	2	11	0	0	659	32	16	41	22	21	642	29	24	51	17	8	651
B. good	32	3	23	6	46	4	31	0	0	650	43	3	35	32	29	635	48	6	45	33	16	641
C. fair	24	0	0	4	40	5	50	1	10	641	21	0	30	39	31	633	19	1	29	42	28	634
D. poor	0										4	0	15	15	69	619	3	0	15	41	44	627
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	31	2	15	6	46	4	31	1	8	649	30	6	28	25	42	632	24	5	38	33	24	638
B. about the same as my regular schoolwork	55	6	26	11	48	6	26	0	0	653	60	7	40	33	22	639	62	9	45	31	14	643
C. easier than my regular schoolwork	14	1	17	3	50	2	33	0	0	653	10	9	33	33	24	637	14	26	43	20	12	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	66	6	22	11	41	9	33	1	4	651	57	5	33	32	30	635	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	34	3	21	9	64	2	14	0	0	654	41	8	39	29	24	639	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	0										3	11	11	11	67	623	3	9	33	27	32	637
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	7	0	0	1	33	2	67	0	0	641	16	4	11	39	46	626	17	8	39	30	22	639
B. two or three days a week	14	2	33	1	17	3	50	0	0	650	28	6	36	31	26	637	34	11	44	31	14	643
C. two or three times each month	31	3	23	7	54	2	15	1	8	652	30	5	39	27	29	637	31	12	44	29	15	644
D. never or almost never	48	4	20	11	55	5	25	0	0	653	26	10	43	27	19	641	18	10	42	31	18	642
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										7	8	16	32	44	630	11	11	37	29	23	641
B. two or three days a week	2	0	0	0	0	1	100	0	0	636	23	6	31	30	32	635	32	11	44	30	15	643
C. two or three times each month	24	3	30	5	50	2	20	0	0	655	32	5	45	29	21	638	32	11	45	30	15	643
D. never or almost never	74	6	19	15	48	9	29	1	3	651	38	8	32	31	29	637	26	9	40	32	19	641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	10	1	25	0	0	2	50	1	25	639	9	3	14	38	45	629	7	6	29	33	32	635
B. 30–45 minutes	24	1	10	4	40	5	50	0	0	648	31	5	31	32	33	634	37	8	39	34	20	640
C. 45–60 minutes	60	5	20	15	60	5	20	0	0	653	40	9	47	27	17	642	42	13	47	28	12	645
D. more than 60 minutes	7	2	67	1	33	0	0	0	0	665	21	6	28	30	36	633	15	12	46	27	15	644
<b>Optional school/SAU question</b>																						
A.	100	0	0	1	100	0	0	0	0	650	25	0	33	0	67	617						
B.	0										33	0	25	50	25	631						
C.	0										17	0	0	0	100	600						
D.	0										25	0	33	0	67	623						